Southminster Curriculum Map - Year 3 and 4

Year B

	Autumn 1 - Mayan civilization	**Autumn 2 - Van Gogh**	**Spring 1 - Where we live**	**Spring 2 - The Greatest Showman**	**Summer 1 and 2 - Stone Age to Iron Age**	
I wonder…	What do the Mayans have in common with space travel?	How did Van Gogh express himself?	How do we make the most of where we live?	How has theatre changed over time?	How does a settler's lifestyle compare to a nomads lifestyle?	
Science	Physics	Chemistry	Biology	Physics	Chemistry	Biology
	Rocks	Water Cycle	Living Things and their Habitats	Light	States of Matter	Animals including Humans
Explorify	**Hook: Building with rocks (Odd one out)** https://explorify.uk/en/activities/odd-one-out/building-with-rocks	**Hook: Drainage dilemma (Problem solver)** https://explorify.uk/en/activities/problem-solvers/drainage-dilemma	**Hook: What impact do our choices have on habitats? (The big question)** https://explorify.uk/en/activities/the-big-question/what-impact-do-our-choices-have-on-habitats	**Hook: To the wire (Problem solvers)** https://explorify.uk/en/activities/problem-solvers/to-the-wire	**Hook: Gas (Odd one out)** **https://explorify.uk/en/activities/odd-one-out/gas**	**Hook: What if we had four stomach parts like a cow (What if…)** https://explorify.uk/en/activities/what-if/we-had-four-stomach-parts-like-a-cow
Science Real Life Link	**The local environment**	**Weather**	**Local environment. Endangered animals.**	**Electricity, lights at home, around them in the local area and the classroom.**	**Everyday materials. Water**	**The human body**
Science objectives (knowledge)	Investigate materials This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. • Compare and group together different kinds of rocks on the	• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes. • Recognise that living things can be grouped in a variety of ways.	• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether a lamp will light in a simple series circuit, based on whether or not the lamp	This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. • Compare and group materials together, according to whether	This concept involves becoming familiar with different types of animals, humans and the life processes they share. • Identify that humans and some animals have skeletons and muscles for support,

	basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter.		• Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	is part of a complete loop with a battery.	they are solids, liquids or gases.	protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.
Science skills	To raise questions about working scientifically To carry out scientific investigations To report and explain findings To solve challenging problems To use scientific vocabulary	To raise questions about working scientifically To use scientific vocabulary To report and explain findings	To use scientific vocabulary To report and explain findings	To find links between scientific technologies To carry out scientific investigations To report and explain findings To solve challenging problems	To find links between scientific technologies To carry out scientific investigations To report and explain findings To solve challenging problems	To use scientific vocabulary To report and explain findings
Science Key Knowledge	Comparing rocks based on their properties; including slate, chalk and granite.	Identifying and describing the processes of evaporation, condensation, and transpiration.	Grouping animals by their characteristics; such as body parts, warm/cold blooded, live young or non-live young.	Knowing the parts of a circuit, such as bulb, battery, battery holder, wire, buzzer and switch.	Sorting materials based on their properties, such as density, flexibility, translucency, and permeability.	Describe the functions of the oesophagus, large and small intestines, stomach, rectum and anus.

	Comparing properties such as – magnetism, hardness, flexibility. Exploring fossilisation in relation to dinosaur fossils.		Classifying animals and plants by their characteristics, such as body parts of diet. Recognising and naming endangered animals, including: Amur leopard, Black rhino, Malayan tiger, Sumatran elephant.	Identifying how light helps us to see and the importance of light. Knowing how light is reflected off surfaces. Understanding how refraction changes the direction of light travel.	Understand the terms solid, liquid and gas. Exploring how water changes state from a solid, to a liquid, to a gas. Investigating the properties of gases, looking at the levels of CO2 within fizzy drinks, such as Coca-Cola and lemonade. Understanding reversible and irreversible changes.	Identify types of teeth, including incisor, canine, molar and premolar. Understand the parts of the tooth and the process of tooth decay. Explore the impact of drinks and liquids on teeth, including fizzy drinks, orange juice, water, salt and sugar.
History	Non-European society that provides contrasts with British history		Local History Study		British History Comparing sources Cause and consequence	
	Monarchy / empire		Religious and Social (Peasantry)		Religious and Social (Peasantry)	
	Military and Political (parliament)		Invention (Civilisation and economy)		Chronology	
History objectives (knowledge)	• Exploring the chronology across the Mayan era and civilisation. • Making comparisons between other areas of history (Ancient Rome, Celts and Vikings) to explore different aspects, such as leisure,		• Identifying and comparing changes with location – focusing on the comparisons between the cultures of London (being more diverse) and Southminster.		• Exploring the changes in chronology from Stone Age to Iron Age on a timeline. • Exploring the lifestyle of men, women and children in the Stone Age and Iron Age. • Exploring the impacts of events	

	buildings, hierarchy and weapons. • Comparing the lifestyle of person from the Mayan civilisation compared to the 21st Century – looking at entertainment, clothing, jobs/education and houses. • Describing the religious understanding within the Mayan culture – linking to the worship of Gods and Goddesses. • Exploring the attitudes, experiences and beliefs of men, woman and children and making comparisons between the Mayan Civilisation and 21st Century.		• Exploring chronology from the original development of Southminster as a settlement – starting from the Iron Age to the 21st Century). • Making comparisons from the past to now from the point of socio-cultural change (looking at transport, housing, road layouts and shops). • Identifying how the locality of the school has changed from the past to now (i.e the development of buildings, land use, roads, transport, retail – shops).		from the Iron Age, such as the development of tools and work materials. • Exploring the life of men, women and children during the Stone Age and Iron Age. • Suggest causes and consequences of some of the main events and changes in history (such as development of tools, etc) • Exploring historical figures from the Stone Age and Iron Age.	
History skills	To interpret and compare sources To use chronology To use historical vocabulary		To interpret and compare sources To question and explain events of the past To use chronology		To use chronology To use historical vocabulary To gather evidence	

	To gather evidence To ask historical questions		To use historical vocabulary To gather evidence		To ask historical questions	
History Specific Key Knowledge	Mayan era and civilisation. Itzamna - the most important Mayan god Comparison - Ancient Rome, Celts and Vikings - leisure, buildings, hierarchy and weapons. Comparing - lifestyle of person from the Mayan civilisation to the 21st Century – looking at entertainment, clothing, jobs/education and houses.		Comparisons between the cultures of London (being more diverse) and Southminster. Development of Southminster as a settlement – starting from the Iron Age to the 21st Century Transport, housing, road layouts and shops		Stone Age Iron Age Impacts of events - development of tools and work materials.	
Geography		Physical Knowledge	Human Geography	Locational and Place Knowledge		Geographical skills and fieldwork
		Human Geography		Physical Knowledge		Locational and Place Knowledge
Geography objectives (knowledge)		Netherlands – Europe • Locating The Netherlands on a map (locational and place knowledge link)	• Describe and understand key aspects of human geography (specifically exploring and identifying human	Brazil – South America (Carnival Show link) • Locating Brazil on a map including major landmarks – such as Christ the Redeemer, São Paulo Cathedral,		UK • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features

		• Describe and understand key aspects of physical geography: Including: canals, tulip fields, dams. • Describe and understand key aspects of human geography: Including Windmills, Van Gogh Museum, Hands Christian Andersen (Danish Author), Amsterdam Central Station, Gingerbread houses. • Describe and understand what biomes are. • Describe and understand aspects of human geography, including trade links and economic activity within The Netherlands. • Describe and understand aspects of human geography including natural resource distribution (including sorting natural resources and how they are used).	geography within Southminster – including train station, roads, shops, housing). • Describe and understand key aspects of human geography – comparing types of settlement and land use between Southminster and Glasgow (City) – settlements including – housing, industrial, retail, leisure.	Parque Hopi Hari, Estádio Fonte Nova. • Locating key human features in Brazil, including Christ the Redeemer, São Paulo Cathedral, Parque Hopi Hari, Estádio Fonte Nova. • Locating key physical features in Brazil, including – rainforest, hills, mountains (such as Pico do Jaraguá – the highest mountain in the city), plains, highlands and scrublands. • Identify and locate volcanoes in Brazil – namely Trindade and Martim Vaz and Pico do Cabugi. • Identify the parts of the globe, including position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		studied. Locating the United Kingdom, Southminster and surrounding areas. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) • Use fieldwork to observe, measure, record and present the human and physical features in the local area of Southminster and Burnham (such as using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how

				• Understanding geographical similarities and differences of physical and human geography between the United Kingdom, The Netherlands (Europe – linking to prior studies) and Brazil.		some of these aspects have changed over time. Places including Southend on Sea, Manchester and London.
Geography skills		To ask and answer geographical questions To understand and explain physical features To understand and explain human features To compare locations (including local) To use geographical language and vocabulary	To compare locations (including local) To use geographical resources (including maps)	To ask and answer geographical questions To use geographical resources (including maps) To understand and explain physical features To compare locations (including local) To use geographical language and vocabulary		To use fieldwork and observation skills To compare locations (including local) To use geographical resources (including maps)
Geography Specific Key Knowledge		Netherlands – Europe canals, tulip fields, dams Windmills, Van Gogh Museum, Hands Christian Andersen (Danish Author), Amsterdam Central Station,	Southminster – including train station, roads, shops, housing Southminster and Glasgow (City) – housing, industrial, retail, leisure.	Brazil – South America (Carnival Show link) Christ the Redeemer, São Paulo Cathedral, Parque Hopi Hari, Estádio Fonte Nova. Brazilian rainforest, hills, Mountain - Pico do Jaraguá (the highest mountain in the city), plains,		Locating the United Kingdom, Southminster and surrounding areas. Eight points of a compass, Four and six-figure grid references Ordnance Survey maps

		Gingerbread houses. Biomes		Highlands Scrublands Volcanoes - Trindade and Martim Vaz and Pico do Cabugi. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian		Southminster and Burnham Southend on Sea, Manchester London.
Art and Design		Painting		Collage		Drawing
		Van Gogh		Dolan Geiman Deborah Roberts Theatre / Circus mask “This is me” theme		George Clausen (UK) Renoir (French) Bertha Morisot (French) Paul Cezanne (French)
Art objectives (knowledge)		• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with		• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.		• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes).

		creating mood with colour.				• Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.
Art skills		To take inspiration and respond to art To develop colour and patterns using brush techniques		To take inspiration and respond to art To use cutting and fixing techniques		To take inspiration and respond to art To use drawing skills
Art Specific Key Knowledge		Painting Van Gogh Starry Night Swirl Paint Primary colours Secondary colours Tone Tint Mixing Texture Mood Patterns		Collage Dolan Geiman Deborah Roberts Theatre Circus mask Arrange materials Layers Cutting Tearing Fixing Inspiration Coiling Overlapping Tessellation Mosaic Montage		Drawing George Clausen Renoir Bertha Morisot Paul Cezanne Hardnesses Line Tone Texture Sketch lightly Shading Light and shadow Hatching Cross hatching Tone and texture
Design & Technology	Materials (Mayan Masks for show)		Food and Nutrition		Electronics and Mechanics	
	Calixte Dakpogan Romuald Hozume Jozef Mrva Bertjan Pot		Creating sunflower-shaped bread.		Creating a catapult.	

DT objectives (knowledge)	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.		• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).		• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	
DT skills	To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design		To prepare, assemble and cook food hygienically To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design		To use mechanics (and apply coding KS2) To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design	
DT Specific Key Knowledge	Calixte Dakpogan Romuald Hozume Jozef Mrva Bertjan Pot To design, make and evaluate a Mayan mask.		To design, prepare and evaluate a recipe. Using scales to measure ingredients.		To design, make and evaluate a catapult. Use pulley and lever forces to create a catapult.	

	Measure and cut materials. Use ruler to measure to the nearest millimetre. Joining materials together.		Using kneading techniques. Following steps within a recipe.		To understand transference of force to make a mechanism work.	
Computing	Online Safety	Communicating (and connecting)	Data retrieving and organising. Databases	Using the Internet Presentation	Algorithms and Programs	
Kapow Unit	Online Safety – Year 4	Computing systems and networks: Collaborative learning – Year 4	Data handling: Investigating weather – Year 4	Creating media: Website design – Year 4	*New* Programming 1: Further coding with Scratch – Year 4	
End of unit Objectives	Pupils who are **secure** will be able to: • Describe how to search over multiple platforms and be aware of the accuracy of the results presented. • Describe some of the methods used to persuade people to buy online. • Explain the difference between fact, opinion and	Pupils who are **secure** will be able to: • Understand the need to be thoughtful when working on a collaborative document. • Use comments to suggest changes to a document and understand how to resolve comments. • Use a variety of different slide styles to convey information	Pupils who are **secure** will be able to: • Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. • Design an automated	Pupils who are **secure** will be able to: • Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website. • Create a clear plan for their web page and begin to create it. • Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from.	Pupils who are **secure** will be able to: • Understand how to create a simple script in Scratch. • Add or change a sprite and prevent it from rotating. • Use decomposition to identify key features and understand how to decipher actions that make the quiz game work.	

	• belief and recognise these online. • Explain what a bot is and give examples of different bots. • Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.	including images and transitions. • Create a Google Form with a range of different questions types that will provide different types of answers, e.g. text, multiple choice or numerical values. • Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.	machine that uses selection to respond to sensor data. • Search for and record weather forecast information in a spreadsheet and explain how this data is collected. • Create a video which includes weather forecast information.	• Create a clear plan by referring back to their checklist. • Create four web pages with a range of features on their website.	• Understand what a variable is and how to use the 'say' and 'ask' blocks. • Create a variable and be able to use a variable to record a score. • Understand what a variable is and how it works within a program.	
Computing Skills	To use online platforms appropriately To be safe and responsible	To understand e-safety laws To communicate through APPs and devices To use online platforms appropriately	To collect, organise and present data	To collect, organise and present data To communicate through APPs and devices	To understand and import instructions for controlling objects (coding) To use variables for calculations (KS2)	
Computing Vocabulary	Understanding the 3C's of Online Safety (Content, conduct and contact)	Data protection act Copyright laws E-safety laws	Branching databases. Sort and classify a data group by its characteristics.	Gathering information on the internet. Using the internet to gather information safely.	Use the program 'Scratch' to create algorithms and coding sequences.	

	Understand the risks of being online, linking to age restrictions. Know who to contact and what to do if they come across something online. Understand the term 'cyberbullying' and how to respond in different scenarios.	Computer networks and how they function. Blogging, how to use and contribute to a blog. Use programmes, such as Padlet to communicate through blogging.	Using questioning to create a branching database.	Use tabbed browsing on an internet browser. Copy and paste images and text. Format text, such as underlining, font, size and position. Search for and save pictures. Use PowerPoint to create a presentation.	Use input controls. Use reporter operators. Use conditioning to change the appearance of a 'sprite' Add sound to a sprite and algorithm. Use variable conditions, which require user input. Use broadcasting to delivery messages in an algorithm or sequence.	
Music	Glockenspiel Stage 1		3 Little Birds		Bringing Us Together	
MfL	See Language Angels					
PE	Fundamentals Y3/4 Ball Skills Y3/4	Handball Swimming	Dance	Gymnastics Swimming	Rounders	Athletics Tennis
PSHE	See Jigsaw					
RE	See RE LTP					

Year A

	Autumn 1 - Sound	**Autumn 2 - Electricity**	**Spring 1 – Anglo Saxons and Scots**	**Spring 2 - Life Elsewhere**	**Summer 1 and 2 - Celts and Romans**	
I wonder…	Can you hear what I hear?	What if electricity was never invented?	Would you go back in time?	Would you like to live in North America?	Whose side would you be on?	What did the Romans leave behind?
Trips / Hooks	Investigation Hook Day	Science Museum?	Themed Day		Freshwater theatre?	
Science	Physics	Physics	Biology	Chemistry	Physics	Biology
	Sound	Electricity	Animals including Humans	States of Matter	Forces and Magnets	Plants
Explorify	**Hook: Have you ever heard your neighbours in the next house or flat? (Have you ever?)** https://explorify.uk/en/activities/have-you-ever/heard-your-neighbours-in-the-next-house-or-flat	**Hook: Have you ever had a power cut and not had electricity? (Have you ever?)** https://explorify.uk/en/activities/have-you-ever/had-a-power-cut-and-not-had-electricity	**Hook: Tasty web (Odd one out)** https://explorify.uk/en/activities/odd-one-out/tasty-web	**Hook: Have you ever had an ice cream melt? (Have you ever?)** https://explorify.uk/en/activities/have-you-ever/had-an-ice-cream-melt	**Hook: What if you had magnets for fingers? (What if…)** https://explorify.uk/en/activities/what-if/you-had-magnets-for-fingers	**Hook: Out to grass (Odd one out)** https://explorify.uk/en/activities/odd-one-out/out-to-grass
Science real life link	**Sounds in local environment The human body**	**Items powered by electric (i.e in the home)**	**Human body. Animals, including pets.**	**Temperatures Holidays**	**Magnets, including everyday objects, such as home appliances.**	**Local environment, including growing plants.**
Science objectives (knowledge)	Investigate sound and hearing. This concept involves understanding how sound is produced, how it travels and how it is heard. • Identify how sounds are made, associating some of them with	Understand electrical circuits This concept involves understanding circuits and their role in electrical applications. • Identify common appliances that run on electricity. • Construct a simple series electrical	This concept involves becoming familiar with different types of animals, humans and the life processes they share. • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they	This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. • Observe that some materials change state when they are heated or cooled and measure the temperature at which	• Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or	• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water,

	something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear.	circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.	get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey.	this happens in degrees Celsius (°C), building on their teaching in mathematics.	repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Science skills	To carry out scientific investigations To solve challenging problems To find links between scientific technologies To use scientific vocabulary	To raise questions about working scientifically To carry out scientific investigations To report and explain findings To find links between scientific technologies To use scientific vocabulary	To raise questions about working scientifically To report and explain findings To solve challenging problems To use scientific vocabulary	To carry out scientific investigations To report and explain findings To find links between scientific technologies To use scientific vocabulary	To carry out scientific investigations To report and explain findings To solve challenging problems To find links between scientific technologies To use scientific vocabulary	To raise questions about working scientifically To carry out scientific investigations To report and explain findings To use scientific vocabulary
Science Specific	Associate sounds with vibration, such as a	Identify common electrical appliances,	Identify the parts of a food chain, including producer, predator and prey.	Identifying and observing when materials are changing state; including	Compare how objects move on different surfaces, including	Exploring the requirements that plants need for growth

Key Knowledge	mobile phone or alarm clock. Identify the parts of the ear, including pinna, stirrup, eardrum, nerve, eustachian tube and anvil.	such as kettle, fridge and TV. Understand the terms conductor and insulator; knowing that a conductor lets electricity pass through, whereas an insulator does not. Test a range of materials as to whether they are conductors and insulators, including paper, paperclips, material scraps. Understanding and naming the basic parts of an electrical circuit, including cells, wires, bulbs, switches and buzzers.		materials such as ice, ice cream and liquids. (Recap: Identifying and describing the processes of evaporation, • Condensation • Transpiration)	rough, smooth, and bumpy surfaces. Compare and group everyday objects by their properties. The properties including, magnetic and non-magnetic. The materials include, paper, card, nails, split pin, coins.	and life. This includes recognising how this can vary between plants, including sunflowers, venus fly traps and cacti. Understanding how water is transported into plants and that the roots absorb the water from the soil, which includes the role of cells within the plant stem named xylem.
History		Cause and consequence Chronology Comparing sources	Britain's settlement by Anglo-Saxons and Scots Asking historical questions Impact of events		British and World History Significant people – Boudicca Comparing sources	
		Invention (Civilisation and economy)	Monarchy / empire		Religious and Social (Peasantry)	
		Chronology of inventor's life	Military and Political (parliament)		Invention (Civilisation and economy)	

History objectives (knowledge)		• Understand the concept of change over time.
		• Place historical figures on a time line using dates.
		• Use dates and terms to describe events.
		• Use appropriate historical vocabulary to communicate, including:
		  • dates
		  • time period
		  • era
		  • change
		  • chronology.
			• Describe changes that have happened in the locality of the school throughout history.
			
			• Compare some of the times studied with those of other areas of interest around the world.
			• Describe the social or religious diversity of past society.
			• Describe the characteristic features of the past beliefs
					• Suggest causes and consequences of some of the main events and changes in history.
					• Give a broad overview of life in Britain from ancient until medieval times.
					• Describe the characteristic features of the past, including attitudes and experiences of men, women and children.
					• Place events and historical figures on a time line using dates.
					• Understand the concept of change over time.

History skills		To question and explain events of the past To use chronology To use historical vocabulary To gather evidence	To question and explain events of the past To use historical vocabulary To gather evidence To ask historical questions		To interpret and compare sources To question and explain events of the past To use chronology To use historical vocabulary To gather evidence To ask historical questions
History specific key knowledge		British inventors and scientists linked to sound – Including Alan Blumlein (stereophonic sound), Alexander Graham Bell (telephone), Thomas Young (polymath).	Britain's settlement by Anglo-Saxons and Scots c. AD 410 Fall of the western Roman Empire		Julius Caesar's attempted invasion in 55-54 BC Roman Empire by AD 42 Claudius and conquest Hadrian's Wall Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

			Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury			
Geography	Locational and Place Knowledge Geographical skills and fieldwork		Locational and Place Knowledge	Physical Knowledge Human Geography – brief – North America		Human Geography Physical Knowledge
Geography objectives (knowledge)	UK – locations of British inventors and scientists linked to sound Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Lona and Lindisfarne - Canterbury - Scots invasions from Ireland to north Britain (now Scotland)	North America - Haiti (Caribbean) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes describe and understand key aspects of: human geography, including: economic activity including trade links		Rome (Italy) – Europe describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water describe and understand key aspects of: physical geography, including:

	the United Kingdom, geographical regions and their identifying physical characteristics Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Geography skills	To ask and answer geographical questions To use geographical resources (including maps) To use fieldwork and observation skills To compare locations (including local)			To ask and answer geographical questions To compare locations (including local) To use geographical language and vocabulary To use geographical resources (including maps)		To understand and explain physical features To understand and explain human features To compare locations (including local) To use geographical language and vocabulary

	To use geographical language and vocabulary					
Geography Specific Key Knowledge	Four and six figure grid references to locate areas and landmarks within the local area of Southminster. United Kingdom Europe UK – Graham Bell, USA – Latimer Netherlands – Christiaan Huygens France - Mersenne		Lona and Lindisfarne Canterbury Scots invasions from Ireland to north Britain (now Scotland) North Sea	North America; Trinidad and Tobago (Caribbean) New York (e.g Trade centre, Empire state building, Times Square, Statue of Liberty. North America - Haiti (Caribbean) Earthquakes (Haiti, 2010). Comparing Haiti (LEDC) and San Francisco (MEDC). Caribbean and New York (links to trade centre)		Rome (Italy) Soil (Po and Tiber River – growing diverse crops) Mountains (Apennine mountains) Sea (Tyrrhenian sea). Links to the distribution of natural resources Rome (Italy); - Colosseum - Pantheon - Trevi Fountain
Art and Design		Digital Media	Printing		Sculpture	
		Sam Kemp Alejandro Gonzalez (Caracas, Venezuela)	CLARE HALIFAX – London artist		Jen Stark Mary Edmonia Lewis Sir Antony Mark David Gormley OBE RA	
Art objectives (knowledge)		• Create images, video and sound recordings and explain why they were created.	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments.		• Create and combine shapes to create recognisable forms (e.g. shapes made	

			• Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.		from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	
Art Skills		To use digital media to create images (links with computing – KS2)	To take inspiration and respond to art To use printing techniques		To take inspiration and respond to art To sculpt with a range of resources	
Art Specific Key Knowledge		Digital Media Sam Kemp Alejandro Gonzalez Images Video Sound recordings Cut Copy Paste	Printing Clare Halifax London artist Layers Replicate patterns Natural Built environments. Printing blocks Coiled string Precise repeating patterns		Sculpture Jen Stark Mary Edmonia Lewis Sir Antony Mark David Gormley OBE RA Combine shapes Recognisable forms Nets Texture Feelings, expression or movement. Clay Mouldable materials.	
Design & Technology	Computing			Textiles		Construction

	Create a sound circuit.			A bag to use when travelling		Making a Roman or Celtic house or fort.
DT objectives (knowledge)	• Control and monitor models using software designed for this purpose.			• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.		• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
DT skills	To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design			To use modify and create textiles To construct and assemble products To design with a purpose To explore and compare product design		To construct and assemble products To design with a purpose To evaluate, refine and improve
DT Specific Key Knowledge	To design, make and evaluate a computer circuit. To use computer software to create a circuit that creates sound.			To design, make and evaluate a bag. Seam allowance Connect two or more materials together. Running and back stitches. Use applique to attach materials		To design, make and evaluate a Roman or Celtic house. Screwing Drilling Gluing join materials together durable and strengthened.

Computing	Online Safety	Using the Internet Presentation		Communicating (and connecting)	Data retrieving and organising. Databases	Algorithms and Programs
Kapow Unit	Online safety – Year 3	Creating media: Video trailers – Year 3		Computing systems and networks 2: Emailing – Year 3	Data handling: Comparison cards databases – Year 3	*New* Programming: Scratch – Year 3
End of unit Objectives	Pupils who are **secure** will be able to: • Differentiate between fact, opinion and belief online. • Explain how to deal with upsetting online content. • Recognise that digital devices communicate with each other to share personal information. • Explain what social media platforms are used for. • Recognise why social media platforms are age-restricted.	Pupils who are **secure** will be able to: • Describe the purpose of a trailer. • Create a storyboard for a book trailer. • Consider camera angles when taking photos or videos. • Import videos and photos into film editing software. • Record sounds and add these to a video. • Add text to a video. • Incorporate transitions between images. • Evaluate their own and others' trailers.		Pupils who are **secure** will be able to: • Log in and out of email. • Send a simple email with a subject plus 'To' and 'From' in the body of the text. • Edit an email. • Type in the email address correctly and send the email. • Add an attachment to an email. • Write an email using positive language, with an awareness of how it will make the recipient feel. • Recognise unkind behaviour online and know how to report it.	Pupils who are **secure** will be able to: • Explain what is meant by 'field,' 'record,' and 'data.' • Compare paper and computerised databases. • Put values into a spreadsheet. • Sort, filter and interpret data in a spreadsheet. • Create a graph. • Explain the purpose of visual representations of data.	Pupils who are **secure** will be able to: • Explain what some of the blocks do in Scratch. • Explain what a loop is and include one in their program. • Suggest possible additions to an existing program by remixing code. • Recognise where something on screen is controlled by code. • Use a systematic approach to find bugs. • Understand the definitions

				• Offer advice to victims of cyberbullying. • Recognise when an email may be fake and explain how they know.		of decomposition and algorithm and how they are used to create accurate code.
Computing Skills	To use online platforms appropriately To be safe and responsible	To collect, organise and present data To communicate through APPs and devices		To use online platforms appropriately To be safe and responsible To understand e-safety laws To communicate through APPs and devices	To collect, organise and present data	To understand and import instructions for controlling objects (coding) To use variables for calculations (KS2)
Computing Vocabulary	Understanding the 3C's of Online Safety (Content, conduct and contact) Understand the risks of being online, linking to age restrictions. Know who to contact and what to do if they come across something online. Understand the term 'cyberbullying' and how to respond in different scenarios.	Gathering information on the internet. Using the internet to gather information safely. Use tabbed browsing on an internet browser. Copy and paste images and text. Format text, such as underlining, font, size and position. Search for and save pictures. Use PowerPoint to create a presentation.		Data protection act Copyright laws E-safety laws Computer networks and how they function. Blogging, how to use and contribute to a blog. Use programmes, such as Padlet to communicate through blogging.	Using spreadsheet databases. Understanding spreadsheet terminology, such as cell, column, row, sheet. Creating data sets. *Kapow primary – Google: data handing: Comparison cards databases unit.*	Algorithms and coding sequences. Use input controls. Use reporter operators. Use conditioning to change the appearance of a 'sprite' Add sound to a sprite and algorithm. Use variable conditions, which require user input. Use broadcasting to delivery messages in

						an algorithm or sequence.
Music	Glockenspiel Stage 2	The dragon song		Blackbird		Stop!
MfL	See Language Angels					
PE	Fundamentals Y3/4 Ball Skills Y3/4	Handball Swimming	Dance	Gymnastics Swimming	Rounders	Athletics Tennis
PSHE	See Jigsaw					
RE	See RE LTP					